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AUTHOR	Mayton, Thomas
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ABSTRACT

In this lesson, student teams role-play policy experts who identify, evaluate, and choose countries that will participate in an international education and assistance program. Students evaluate political, economic, environmental, historical, and geographical issues. Teams will judge which countries should or should not receive aid and recognition. Students are provided with background information, detailed instructions, on-line resources, and reflection questions. The teacher's notes describe the unit's purpose, explain the application of history/social science and information literacy standards, and suggest teaching strategies. (RJC)

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ED 457 058

Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World

Around the World in 80 Days - Or Less

9th Grade Lesson by Thomas Mayton

SCORE
San Berardino County Superintendent of Schools
601 North E. Street
San Bernardino, CA 92410-3093

http://score.rims.k12.ca.us/activity/80days/index.html

1997

SO 031 502

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AROUND THE WORLD IN 80 DAYS

- or less

OVERVIEW: You are about to embark on a virtual trip around the world as a member of a research team to investigate different countries and report your findings as presentations to the rest of your class. Your specific role will change with each country you visit.

The TASK

The GAIA Foundation*

Promoting a Balance Between People and Nature
6230 Avenue of the Americas, Washington D.C., 10235
**** not affiliated with any actual organization***

Dear Member:

Congratulations on your recent appointment to one of The **GAIA** Foundation research teams. This letter will introduce the project to you and the problems each of you will face as you strive to accomplish your research.

As you are aware, the **GAIA** Foundation is a multinational corporation with an interest in research and development of nations throughout the world. We are interested in promoting

the well being of our planet through international education and assistance. We are going to select five nations that exhibit global consciousness and responsibility.

Your **TASK**, along with your team members, is to investigate each nation chosen by your team. Each of you will be responsible for one area of expertise and will gather data in your area for each country you explore. Your role will rotate as you travel to each country. You will be responsible for reporting your findings **as a group** to the General Assembly on a regular basis and for keeping a record of your research and reports for future use.

After the research is completed, the General Assembly, of which each of you is a member, will be responsible for choosing the nations and allocating the funding for each of those nations according to the criteria which will be set by the General Assembly before your first mission.

We at the Foundation look forward to working with each of you on this project. Please take a moment to peruse each field of study from the list below for an explanation of your responsibilities.

Team Members:

1. Team Leader: You are responsible for the overall operation of your team. You must keep the team on track. You should seek the advice of your team members but any final decisions are yours. You must arrange for transportation (plane tickets, hotels, food and supply prices, etc.), compare countries currency with U.S. dollar (car, home, groceries, gasoline, movies, etc.) by examining local newspapers, magazines, etc. It is your responsibility to organize the overall presentation of your group.

2. Political Liaison/Economist: You are in charge of understanding the political climate of the country. This includes a brief history of the political structure and stability of the current government in power and possible problems on the horizon for that nation. What is its stand on human rights, on the environment, on foreign issues? Always try to contact the nation's leader with questions you might have.

3. Botanist/Zoologist/Environmentalist: Your function is to report on the flora and fauna (plants and animals) of the country, their stability and endangered species status, as well as an overall view of the environmental conditions of the country. You will work with the political liaison to determine the government position and activity regarding the environment.

4. Historian/Archaeologist/Anthropologist Sociologist: Your job is to create a brief profile of the history of the nation and to identify any archaeological sites in the area worthy of exploration. Investigate and report on the major cultural developments including art, music, and literature. Include photos, music, etc. where appropriate.

5. Navigator/Cartographer/Geologist: You are responsible for creating the maps of each of the nations you are researching. These should include maps of political, topographical,

population density, and natural resources. You will also plot the longitude and latitude of various locations throughout the country. You will report on major features of the landscape as well as lakes, rivers, deserts, forests, etc.

The PROCESS

In order to accomplish the task at hand you will follow this process:

1. As a General Assembly, your class will determine the criteria for judging each nation. Create a scoring sheet to be used by each member student of the General Assembly to score each presentation and rate the country. Save the scoring sheet for the final evaluation and choice of five nations to award. Remember that the goal of The Gaia Foundation is to promote harmony between people and nature, so your criteria should reflect this ideal.

2. Your team MUST analyze one country in EACH of the regions listed below. You must check to insure that no other team is going to that country. You may travel to the countries in any order you wish. Consider placing a world map on the wall and marking each country chosen.

- Africa
- Europe
- Central and South America
- Asia (includes Southeast and Southwest Asia)
- Polynesia and Oceania (including Australia and New Zealand)

3. As an individual research team member you will conduct research relevant to your position. You will meet with your team members and organize a class presentation for each country. You may use whatever presentational aides are available and appropriate. Be creative, interesting, and informative.

4. Each team member will maintain a travel log describing their research and impressions of the country they are investigating. Use your imagination in addition to photos, etc.

5. As a member of the advisory council you create a scoring sheet will listen to reports from the other research teams and rate each country with a numerical value on the forms provided. You must keep your evaluation in order to make your final decisions.

6. After each research team has given all five of their presentations, they will choose one of their countries to present to an outside agency (another class, a group of teachers on prep period, etc.) This outside group will use the same criteria to choose two nations that will receive aid and recognition.

RESOURCES

The following RESOURCES will be beneficial in your travels:

- Any World Atlas will contain maps and other useful information.
- Any World Almanac will give you basic information about countries.
- Any CD-ROM Encyclopedia such as Compton's or Encarta will contain useful information.
- Travel Guides such as Let's Go, Frommer's, etc. can give much information about a country. Last year's version will do nicely.
- Metacrawler (http://www.metacrawler.com/) is a search engine that will allow you access information on countries. Just type in the country name.
- Earthwatch (http://www.earthwatch.com/) is a site with information about the environment, ongoing projects in various countries, and activities.
- Digital Passport (http://www.rubicon.com/passport.html) will give you a currency rate exchange, time zones, travel information and American Embassy information.
- Earthrise (http://earthrise.sdsc.edu/earthrise/main.html) provides photographs of the earth taken from astronauts in space.
- World Factbook (http://www.odci.gov/cia/publications/nsolo/wfb-all.htm)
- Maps and longitude/latitudes (http://www.mapweb.parc.xerox.com/map) provides outline maps of anywhere in the world which can be used as a basis for creating topographical. Political, etc. maps.
- Amnesty International (http://www.amnesty.org/) will give you information on a country's record regarding human rights violations.
- Archaeology Archnet (http://www.archnet.com)
- History, Geology, and Cultures-National Geographic Magazine (http://www.nationalgeographic.com) gives various information about countries and natural processes.
- National Geographic Index (http://wvoyag.nationalgeographic.com/)
- Travelocity (http://www.travelocity.com/)
- World Newspapers (http://www.all-links.com/newscentral/) (http://www.coba.wright.edu/bie/paper.htm)
- Earth from space (http://earth.jsc.nasa.gov/query.cgi) is the collection of NASA earth photographs. You can search by country.

LEARNING ADVICE

It is important that your research meet the criteria set for each job description and that each individual work as a part of a team to create your presentations. The basic information must be gathered for each job assignment. Your use of a variety of information resources, the citation of the resources used, and the use of technology for presentation must be observed or documented.

EVALUATION

Your performance evaluation (grade) will be determined on different levels. For EACH presentation you will receive:

One grade(25%) based on YOUR contribution to the presentation
One grade (50%) based on YOUR research. Documentation research citations and travel log must be turned in for grade.
One grade (25%) based on group presentation.

PASSPORT: Each member of the team will be issued an American passport. It is important that you do not lose your passport. Attach a recent photo in the space provided and fill in the information. You will turn in your passport each time you give a presentation on a country. Your grade will be entered and your passport returned. **If you lose your passport you will not be able to move on to the next country with your team until a new passport is issued by the American Embassy. You will receive a NO CREDIT for the next presentation but may join your group in the following countries.**

RUBRIC FOR SCORING: Since each of you has a different responsibility in the group, your work will be different and your evaluation will be given according to what **YOU** were supposed to accomplish, not the other members of your team. In general, the following chart will determine your grade:

To receive 90-100 points (A) your work will demonstrate **EXCELLENCE**. Your research is well documented and relevant. Your section of the presentation is both informative and interesting. You have gone beyond what was required in the assignment and shown critical and original thinking. In the real world you are on the fast track. Your superiors recognize your extra effort and it will eventually pay off in raises and promotions. The sky is the limit for you.

To receive 80-89 points (B) your work will demonstrate an **ABOVE AVERAGE** research and presentation. You have done all of the work required in an exemplary fashion. You work is good, which is a notch below excellent. With more effort you could be producing excellent work. In the real world you would be recognized for performing above average work and promoted periodically.

To receive 70-79 points (C) your work will be **ADEQUATE**. You have fulfilled the assignment but you have not shown originality or creative thinking. In the real world you would be allowed to continue at your job but you would probably not receive a promotion or gain recognition very often.

To receive 60-69 points (D) your work will be **SUBSTANDARD**. You have not fulfilled

the assignment but you have made an effort. In the real world you would be placed on probation and told to improve or face losing your job.

Any scores of less than 60 will be considered **FAILURE.** You have not made the minimum effort to accomplish your research goals. In the real world you would be **LET GO.**

REFLECTION

At the end of the project you will reflect on the process and product you created with this exercise. Answer the following:

1. What research skills did you learn and perfect during this exercise?
2. What interesting information did you learn about the countries you studied?
3. What part of this exercise helped you most to learn?
4. If you were doing this exercise again, what would you do differently?

CONCLUSION

At the end of this activity you will have learned about a number of countries in different parts of the world. Not only did you learn where a country is, but how it is. You learned about the government and the environment, the history and the culture. Considering all of the information you gained about the countries studied in class, in what ways has your perception of the United States and its place in the world changed or modified?

TEACHER NOTES:

Grade Level/Unit:

Grade 9 Geography

Units 6 - Human Environmental Interaction

Grade 10 World History and Geography: The Modern World

Unit 1 Unresolved Problems of the Modern World

Standards:

Draft H/SS Standards Grade 10: Students describe the earth's natural spaces [by] analyzing

ways humans depend upon, adapt to, and affect the physical environment and the global effects of human modification of this physical environment.

Lesson Purpose:

Students will gain a greater understanding of the various regions of the world by participating in a realistic investigation of each country.

Students will use computers, online databases, and print materials to gather information about each country. They will read, analyze, evaluate, synthesize and present their ideas through multi-media.

Goals: Students will gain a deep and varied understanding of various modern countries, their locations, political and economic structures, and histories as an introduction to the study of twentieth century world history.

Information Literacy Skills:

- Access, evaluate, and use information from a variety of sources
- Formulates questions based on information needs
- Brainstorm multiple strategies for approaching a problem or issue
- Puts data into own words
- Puts information in context
- Shows similarities and differences
- Draws logical conclusions
- Uses social, political, and economic concepts with geographical investigation.

Lesson Length:

This lesson is designed to be used over the course of a semester in a geography course, or as a four-week unit to introduce world history and geography. Ideally, each presentation should be approximately 10 - 15 minutes in length.

1. Semester long - you will have to average three to four presentations per week.

2. Four-week unit - combine in class research time and presentation time. Outside research will be needed.

Resources or Materials Needed: The more student access to the Internet, the better. Other resources such as travel videos of a particular country, travel magazines, etc. will bring the country to life.

Teaching Steps:

Introduction:

Teacher informs class that they will be participating in a simulated global research program and that each student will become an expert in a certain field of study and the teams will be visiting eight foreign countries. They will be working in teams of five with each student having unique responsibilities. They will be working together and will create a class presentation after they study each country.

In the end, the students will choose the nation they feel best fits the criteria established by the class at the beginning of the activity. They will then present that presentation to an outside group, possibly another class or a few teachers on their prep period. The top two or three nations should be selected according to the criteria set and the winning TEAMS should receive some sort of prize from the teacher (extra credit, free time, whatever is appropriate for your class.)

Getting Started: Making the passports

Anything in this lesson can and should be adapted liberally to fit the teacher's situation. You, as the teacher, may want to rotate the roles of the students within each group so that each student gets a chance to do each job.

Pass out letters and passports to students and allow them to make their passport. You, as the teacher, may choose to use the color version or the black & white version, but be sure that the front cover with the eagle emblem and the photo page are back to back when you copy them. To create passport:

1. Fold in half horizontally along center.
2. Fold in half vertically along center.
3. Cut white trim from bottom and side.
4. Carefully cut off top edges to insure that each page opens properly.
5. Staple along crease in center.

Assigning Groups: This can be done any way the teacher chooses. Each group must have five, and only five, members. The teacher might choose team leaders and member positions or allow students to choose. Each group should create a name for their team.

Problem Based Learning- An understanding of Problem Based Learning will be beneficial to the teacher and students through class discussion before the activity begins.

Credits

Name: Thomas Mayton

Location: Littlerock High School
Antelope Valley Union High School District
tmayton1@hotmail.com
SCORE CH-SSP Technology Academy 1997
Reviewed for accuracy by Dr. Al Rocca, Simpson College

PASSPORT
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